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ABSTRACT

Emphasis placed on adult education in Tanzania stems directly from the decision to bring about development through an egalitarian rural transformation. The political decision to stress socialist development with priority to those living in rural areas preceded the creation of the adult education network and shaped its structures and organization. The basic unit of the network is the community school which serves during part of the day as the primary school for children while operating in the afternoons as an adult education center. The subjects that are taught at each center vary depending on the interests of the people, the availability of teachers, and the development priorities in the district. To carry out the large tasks assigned to adult education, a network of supervisory and coordinating personnel has been established. Four types of adult education programs which operate through the network are functional literacy programs, discussions of national policies, short-term mass education programs, and local education programs. (This paper includes a discussion of institutions and organizations which have a major adult education role, such as Kivukoni College, workers' education organizations, rural training centers, cooperative education agencies, the Tanganyika Library Service, and the Institute of Adult Education. Five questions about the relationship of education and development which the author feels need fuller treatment conclude this paper.) (EM)

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THE STRUCTURE OF ADULT EDUCATION AND RURAL DEVELOPMENT IN TANZANIA

by

Budd L. Hall

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Summary

Adult Education is seen by both the Government and the Party (TANU) to be a major element in the Tanzanian development strategy. This paper briefly notes the role which adult education is expected to play and outlines the major institutional structures which enable this role to be pursued. The network of adult education officers within the Ministry of National Education is seen to be of crucial importance in this task with the community school as its focus. It is stressed that the attachment of so much emphasis to the role of adult education is a direct result of the political decision to bring about socialist development with priority to rural areas.

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Introduction

In a brief paper on the structure of adult education in Tanzania the most that can be outlined are those central aspects of the adult education system which either best characterise or best distinguish the system for comparative purposes. The agricultural extension service, for example, was not included as it is, in most ways, similar to what is found in many other places. It is the hypothesis of this paper that the emphasis placed on adult education in Tanzania stems directly from the decision to bring about development through an egalitarian rural transformation. The political decision to stress socialist development with priority to those living in rural areas preceded the creation of the adult education network and shaped its structures and organisation. The adult education network is one part of the solution to the rural development question.

The central focus of the Tanzanian development strategy is the priority given to rural areas and agricultural development. The reasoning for this as explained by President Nyerere in Socialism and Rural Development (Nyerere, 1968:337) is that the resources which Tanzania has available are land, leadership, ideology and people. Permanent development means using those resources which are available which in turn means putting the emphasis on rural development. The principal means by which this rural transformation is occuring are:

1. Establishment of Ujamaa (co-operative) villages;

2. Radical alteration of the formal school curriculum;

3. Decentralization of government from national to regional level;

4. Establishment and support of wide spread adult education programmes;

The aim of socialist development is perhaps best summarized by Nyerere himself;

"The objective of socialism in Tanzania is to build a society in which all members have equal rights and equal opportunities; in which all can live in peace .... without suffering or imposing justice, being exploited or exploiting; in which all have a gradually increasing basic level of material welfare." (Nyerere, 1968: 340)

Adult education is seen to play a central role in development. The Second Vice-President notes:

"I have said that adult education is of paramount importance to national development; it would be more true to say that the two are inseparable." (Kawawa, 1973a:11)

President Nyerere declared in his December 1969 New Year's Eve Speech to the nation that 1970 would be dedicated to adult education. The objectives of adult education as outlined in that speech are three-fold:

"1. To shake ourselves out of a resignation to the kind of life Tanzanian people have lived for centuries past;

2. To learn how to improve our lives;

3. To understand our national policies of socialism and self-reliance." (Nyerere, 1971:3)

In discussing the first objective Nyerere emphasized the fact that people must become aware of what they can do for themselves. "Adult Education will make us recognise that we ourselves have the ability to obtain better houses, better tools and better health". It is significant that this objective has been put first for it points out the importance of consciousness in the development process.

The Directorate of Adult Education within the Ministry of National Education outlined the role it saw for adult education in the context of development as:

1. To mobilise the rural and urban masses into a better understanding of our national policies of socialism and self-reliance.

2. To provide leadership training in various aspects of life at all levels.

3. To eradicate illiteracy.

4. To give knowledge and skills in agriculture and rural construction, health and home economics that will raise people's productivity.

5. To provide follow-up education for primary and secondary school leavers with the view of settling them in Ujamaa villages.

6. To provide continuing education to professionals at various stages in the form of seminars, evening classes, in service training programmes, correspondence courses, and vocational training. (Ministry of National Education, 1972:15)

Tanzania is committed to development which stresses popular participation of the people in decision making. This kind of participation is a sharp break with colonial and post-Independence policies. It requires a level of consciousness and awareness that cannot come without a wide reaching education programme.

The Adult Education Network

The fundamental adult education structure is the adult education network which came into existence at the time of the President's New Year's speech. The establishment of this network within the Ministry of National Education brought all matters pertaining to education under one administration. This re-organization is designed to enable the ministry to initiate, supervise and evaluate a large part of the national educational effort with a higher degree of integration than was possible with adult education located mainly within the Ministry of Community Development.

The basic unit of the network is the community school, which serves during part of the day as the primary school for children while operating in the afternoons as an adult education centre. As adult education classes have expanded many schools have become centres for from 5-20 sub-centres (adult education stations) which meet in specially built shelters, community centres, TANU leader's homes or just under a shady tree. The total number of adults enrolled in classes exceeded the number enrolled in primary school for the first time in 1971 (1.2 million). In September 1974 there were about 3.4 million persons registered for classes. Each class has a class committee which is responsible for the maintenance of good attendance and provision of materials. In some parts of the country the local class committee select its own teacher, someone who they believe will be able to teach a particular subject well and then has this choice approved by the ward co-ordinators. As Mhaiki, the first Assistant Director for Adult Education, has said "If members of the village or the class are given the responsibility to decide on what they want to learn, when and where they want to learn and how they want it done, then there are chances that such a scheme will be successful". (Mhaiki and Hall, 1972: section III)

The subjects that are taught at each community school and each adult education centre vary depending on the interests of the people in the area, the availability of teachers, and the development priorities in the district. Table I indicates the types of subjects offered and enrolments during 1970 and 1971.

Table I

Enrolment in Adult Education Classes by Subject.

	1970	1971
Political Education	127,331	318,509
Better farming methods	83,350	231,845
Health	101,206	214,162
Literacy	195,007	661,351
Domestic Science	42,501	116,612
Typewriting	3,495	2,046
Craftsmanship	12,712	18,426
Arithmetic/Kiswahili/History	39,229	364,064
English	21,474	75,425
Culture	11,189	24,114
Economics	2,331	7,984
Militia	1,495	3,802
Others	2,939	4,741

Source: Ministry of National Education, Idadi ya EWW.

The 'army' of teachers to which the Ministry often refers is composed of a variety of people: TANU officials, extension agents in agriculture, rural development, health or co-operatives, church leaders and standard seven school

leavers are all involved in the teaching of various subjects. The sources for teachers vary with the subject being taught. TANU officials teach political education largely, while the specialists from individual ministries such as health or agriculture, teach the subjects falling within their areas of specialisation.

Primary school teachers, who most often teach literacy and arithmetic, are given two hours released time from their school room schedule to teach adults.

"Volunteer" teachers form the largest category. These are largely young people in the area who have completed seven years of primary school and are interested in teaching adults reading, writing and arithmetic. When sufficient funds are available these teachers receive honoraria of $4.25 per month. In December 1974 there were roughly 100,000 adult education teachers.

Table 2.

Teachers in Adult Education Centres: (1970 and 1971)

	1970		1971	
Category	Number	Per Cent	Number	Per Cent
Primary and secondary teachers	7,643	40.0	11,577	21.8
Students	1,639	10.1	2,490	4.7
TANU leaders	399	2.0	740	1.3
Agricultural agents	632	3.3	119	0.2
Health agents	570	2.9	684	1.2
Rural Development agents	663	3.4	609	1.1
Cooperative personnel	781	4.0	115	0.2
Religious leaders	368	1.9	459	0.8
Voluntary teachers/Army/ Police/others	6,403	33.5	36,140	68.2
TOTAL:	19,098		52,933	

Source: The Development of Adult Education in Tanzania 10 years after Independence. Ministry of National Education, 1971.

In order to carry out the large tasks assigned to adult education a network of supervisory and co-ordinating personnel has been established. This network has grown from 62 District Adult Education Officers in 1970 to nearly 2,300 full and part-time people in 1974. The duties of the administrative and supervisory staff are as follows:

1. To assist in opening and maintaining adult classes in their areas of work;

2. To recruit part-time teachers when necessary;

3. To be responsible for careful use of both finance and materials allocated to adult education;

4. To encourage, support and inspect classes;

5. To organize training seminars for adult educators;

6. To work in good cooperation with people in government departments, in TANU and in private organisations;

7. To know all forms of adult education, and all organizations carrying out adult education in their areas so that they can advise;

8. To work together with TANU to mobilise people in adult education, especially on literacy day;

9. To publicise adult education activities by working together with the information officer;

10. To submit a report of adult education activities in their areas to TANU and the Ministry of National Education;

11. To make sure that adult education committees are formed and are effective;

12. To give orientation to primary and secondary school teachers on how to teach adults before they embark on teaching them. (Mhaiki and Hall, 1972, section III)

The existence of the network of adult education centres and organizers makes it possible for various types of programmes to operate. There are at least four types of adult education programmes which operate through the network. The national literacy campaign is in full operation and is the main activity of the network at this time. This campaign, which follows the pattern of functional literacy which was begun in the Work Oriented Adult Literacy Pilot Project in the Lake Victoria regions of Tanzania offers literacy through the medium of primers oriented to 12 economically functional activities such as wheat growing, rice cultivation, fishing, cattle raising, cotton growing, tobacco growing and curing and homecrafts. In addition there is one primer which deals more generally with national policies. In order to ensure that the agricultural knowledge has some chance of being integrated into the teaching, each class has a piece of land allocated to it for agricultural demonstration and practice.

The second type of education which goes on through this network on a national level is the discussion of national policies. Nearly all the adult education stations carry on some discussion of national policies. These discussions, based usually on the major policy documents such as The Arusha Declaration, Socialism and Rural Development or Mwongozo (TANU Party Guidelines) are lively and animated with the implications for local situations actively brought in. Widespread discussion of political ideas is seen by TANU

and the government as one of the most important factors in the development of a socialist Tanzania.

A third use of the network is for short term mass education campaigns. In 1973 for example a nation-wide health education campaign called Man is Health was launched with the coordinated effort of the Ministry of National Education, the Institute of Adult Education, The Health Education Unit of the Ministry of Health, the Rural Development division of the Prime Minister's office, TANU and the Education section of the Ministry of Agriculture. Although this campaign was jointly sponsored, the day to day organization and supervision was provided by the network of adult education officers. The adult education centres provided many of the locations for the 75,000 study groups and the staged training system was based on the administrative units of the adult education network. Another use of the network has been the large number of local adult education programmes that have sprung up as a result of having facilities and encouragement. In addition to the several national adult education efforts in Tanzania, the adult education committees at the lowest level constantly are developing ideas for classes or activities which are only of interest to one or another particular area. This is, of course, one of the main strengths of the network and one of the principal reasons for its existence. Local cultural activities such as history discussions or dance flourish at some centres, the discussion of specific agricultural problems at others.

Kivukoni College.

One of the agencies which has been involved in the educating of leaders for many years is Kivukoni College, which has developed from a college of liberal education for mature students to the centre for political education in Tanzania. The post-Arusha developments at Kivukoni assured the College of a unique place in the Tanzania education system. The College aims at training individuals for responsible leadership by providing education in the social sciences -- that is, political education, economics, history, and sociology with an emphasis on Tanzanian development. There are no minimum educational qualifications laid down but selection is made from mature men and women in leadership positions. Most of the students are TANU officials, civil servants or teachers.

Although Kivukoni is the centre for a number of short courses and seminars the basic courses during the year are a nine-month course with 50 participants and three-month courses with 70 participants each. All are residential. All work is carried out in Kiswahili.

Politics: The principles and practice of politics; socialism and self-reliance; public administration and government; African politics.

Economics: An introduction to economics; development economics; public finance; agricultural development; industrial development in Tanzania.

History: Africa; East Africa; Tanzania.

Sociology: Introduction to social development; socio-economic analysis of Tanzania; mobilisation of the people for economic and social change; building a socialist society.

There has been strong emphasis at Kivukoni on integrating the theories of socialism and self-reliance into the daily life of the school. Kivukoni has been in the forefront of socialist innovation in Tanzania for many years. The concept of collective farming was being practised there before it became government policy. Today self-reliance finds expression in such activities as the students cleaning and washing their own dishes and working on the school farms where cattle and chickens are raised, and cashew nuts, coconut trees, pineapple, citrus, paw paw and vegetables are grown. Most of the food consumed by the students is provided from the school farms. The students also spend several weeks in Ujamaa villages in practical application.

Nearly every leader in Tanzania has attended some courses at Kivukoni College. It has remained since its inception closely tied to the Party and had been the model for other leadership education centres both in Tanzania and in other parts of Africa.

In February, 1973, the Central Committee of TANU decided that Kivukoni College should be reorganised as a high level ideological institute and that it should fall directly under the supervision of the Central Committee. It was further decided that Kivukoni be expanded and regional centres be built outside Dar es Salaam in order to reach many more people. Adult education will be added to the College syllabus in order to make sure that the people trained as political educators will know something about the techniques and approaches in adult teaching. There were four regional Kivukoni branches operating in December, 1974. In the future, students for the courses in Dar es Salaam will be those who have already passed through one of the regional centres which are collaborating with the Co-operative Education Centre in Moshi in also providing courses to co-operate movement personnel. Both sets of students receive a core of political education with the Co-operative students attending more specific courses, such as book-keeping, in separate sessions.

Worker's Education.

Although the Presidential Circular of February 1970, called for the establishment of workers' councils, it did not call for comprehensive workers' education in the factories. It was not until July 1973, that the Prime Minister's Office issued a directive calling for all factories, parastatals, government offices, TANU affiliates and East African Community institutions to implement programmes in workers' education (Kawawa, 1973b: 3-4).

The following main points of the Directive have been roughly translated from the Kiswahili original document:

1. All parastatals, city councils, development corporations, government offices, TANU and affiliated organizations, cooperatives, East African community and private companies must establish plans for the education of all employees, beginning with reading and writing and progressing to other skills;

2. There must be a workers' education officer for each organization;

3. Each organization must establish financial provision for the purposes of workers' education;

4. Reports of the plans and development in this area must be sent to the Regional Adult Education Coordination for presentation to the Regional Adult Education Committee and to the Ministries of Labour and Adult Education;

5. Each organization must allow one hour of work time per day for educational purposes;

6. Non-attendance in classes will be treated in the same way as non-attendance at work;

7. Officials from the Ministry of Labour and Social Welfare have the right to inspect any organization to see that the plans are being implemented.

The two circulars mentioned provide the official basis for the workers' education movement in Tanzania. The institutions involved in carrying out the programme have been the National Institute of Productivity, NUTA (the trade union) and the Institute of Adult Education. The National Institute of Productivity has been concerned with the education of workers' councils, NUTA with face-to-face teaching on the shop floor and the Institute of Adult Education with the training of workers' education teachers.

Many organizations participate in workers' education, and there exists some overlap of programmes and a lack of overall coordination for these efforts. Plans exist for the creation of a workers' education department which will, when implemented, bring workers' education under one department which will be directly responsible to the Ministry of Labour and Social Welfare (Nordahl, 1973: Appendix 6). The objectives of the new department would be:

1. To formulate and implement government policy on workers' education in general and workers' participation in particular;

2. To act as a coordinating centre of workers and management relations insofar as workers' education and participation are concerned;

3. To act as an information and research centre in labour management relations insofar as workers' education and workers' participation are concerned;

4. To assist employers in planning, directing and controlling workers' training programmes at national, regional and plant levels. (Nordahl, 1973: Appendix 6)

The nucleus for the new department is the already existing workers' education section of NIP. This unit has been selected as it has the most general experience in the field and already functions as the coordinator of training for workers' education officers. The time table for establishing the department is roughly as follows:

1972/73 --- Establishment of the department as headquarters.

1972/73 --- Establishment of a few zonal offices (possibly Mwanza and Tanga).

1972/73 --- Project preparation for technical assistance.

1973/74 --- Completion of zonal establishment.

1974/75 --- Beginning of regional offices.

1975/76 --- Completion of regional establishment.

Rural Training Centres.

The rural development division of the Prime Minister's Office is another agency concerned with adult education provision in rural areas. Rural development is concerned with the provision of ideological education and rural technical skills. The rural training centres are the focus for the training of village leaders, who in turn pass on their skills to the village. The villages are most often asked to select someone themselves to attend the course. If for example the local RTC is offering a course on chicken raising the Ujamaa villages will be asked to choose someone to attend the course.

In 1970, 35 RTCs offered 450 courses for 10,200 men and 2,500 women. The subjects covered four broad areas. Forty-seven per cent of the enrolment was in socialism and political education, 40 per cent in agricultural subjects, 36 per cent in co-operatives, health and leadership, and eight per cent in rural technical skills. Participants often took several subjects at the same time.

Co-operative Education.

The cooperative movement offers education to three levels of participants in the movement: members, committee men and staff. In each of the 1,700 or more primary cooperative societies throughout the country, there are education secretaries who are responsible for some education activities in the local society. The largest number of people in the movement are of course ordinary members, but with ten committee men in

each society, there are nearly 17,000 who are responsible for management and policy decisions. The full-time staff members form the smallest group, but because of their permanent position, they are very important for training purposes.

The agencies involved in the field of cooperative education are the Co-operative Union of Tanzania, with its educational wing, the Co-operative Education Centre (CEC) and the Co-operative College under the direction of the Rural Development and Co-operative Division of the Prime Minister's Office. The CEC produces correspondence courses, radio programmes and courses and seminars for those in the field. It is organised through a system of regional centres known in the field. In 1972 there were ten wings working closely with the education secretaries of the cooperative unions. There are usually two people attached to each wing with good transportation and materials available.

Working very closely with the CEC is the Cooperative College, also located in Mosni. The College offers residential courses for committee men and staff members who have completed the correspondence work set by CEC. There are residential facilities for 300 participants at a time.

For committee men, offerings have focused on three complementary approaches: correspondence studies through study groups, week-long courses for chairmen and vice chairmen and longer courses for the education secretaries. The courses include such areas as: How to read a balance sheet, and Vijiji vya Ujamaa (Ujamaa villages). The study group method is used with between 10 and 15 members in each group. Those who complete the courses and the week-long seminars are eligible to take courses in the College.

Courses are in some ways similar for staff in the co-operative movement. They, too, have the opportunity to take the correspondence units in groups, but there are a large number of residential courses which are offered by the College in Moshi. These include subjects such as management, accounting, book-keeping, store keeping, agricultural supply and administration.

The cooperative movement offers an excellent example of a balanced adult education programme. There are provisions for all participants to receive some form of education by several methods. The focus of all of the activities in this area of adult education is on the increased efficiency and distribution of cooperative societies and with it the promotion of the development of the rural areas.

Common Services in Adult Education.

Two national institutions serve adult education in all fields: the Tanganyika Library Service and the Institute of Adult Education.

The importance of adequate rural library services has been increasingly clear as more and more people have learned to read through the literacy campaign. The national library system supports rural adult education in four ways: the book box system, distribution of books to District Adult Education Officers, a mobile library system and the establishment of rural libraries at ward level.

Under the book box system any village or organization that is interested can write to the library and have a box sent to the location, free of charge. The user is required to exchange the books once a year. Additionally, about 35,000 books have been distributed directly to the adult education officers at district level. The book mobile service operating from the larger regional libraries serves village libraries and adult education centres in several parts of Tanzania.

The fourth, newest and most ambitious of the library approaches, is the expansion of services to each ward. This is being done with the full cooperation of the Adult Education Network as part of the policy of developing a "literacy environment" as a means of assuring retention of newly learned literacy skills.

The Institute of Adult Education is an independent "parastatal" organization under the Ministry of National Education. The Institute serves as the focus for professional adult education in Tanzania and operates through departments of Training, Mass Media and Publications, Research and Planning, the Correspondence Institute, Regional Centres and the recently added Expatriate Orientation Centre.

The training department concerns itself with preparation of adult teachers for at least three levels. There are short two day to one week courses for voluntary teachers in factories near the regional centres; there is a nine-month diploma course for experienced adult educators, and the Institute cooperates with the Department of Education to offer a B.A. and M.A. option in adult education intended for administrators.

The concerns of Mass Media and Publications are to plan and coordinate multi-media national campaigns such as the Man is Health campaign, to publish a bilingual journal of adult education practices called Adult Education Now and to publish a series, Studies in Adult Education, of research findings. The Research and Planning department is concerned primarily with action-oriented research and evaluation of on-going programmes. Evening classes in both secondary level and vocationally oriented courses are offered through the Dar es Salaam office and six regional centres in Mwanza, Tabora, Songea, Mbeya, Moshi and Dodoma. The newest addition to the Institute is the Expatriate Orientation Centre in Morogoro which offers courses in Kiswahili, Tanzanian culture, national policies and administrative orientation to new volunteers and other

arriving expatriates.

The fastest growing section of the Institute of Adult Education is the National Correspondence Institute. Since opening for enrolment with one course in 1974, 7,046 students have enrolled. Of this number 1,229 have completed courses with 5,817 working on courses. Because correspondence courses have also been designed to meet national priorities, the objectives of the NCI differ from correspondence institutions found elsewhere. The Institute aims:

1. To help Tanzanians to understand the nation's policies and, thereby, be equipped to participate more fully in carrying out national policies and programmes;

2. To equip Tanzanians to fill jobs which meet the manpower requirements of the country;

3. To supplement efforts being made by leaders and adult educators in various departments of government to bring about economic and social development in rural areas.

Following these objectives, the first courses released were in Kiswahili and based on national policies and village book-keeping. The NCI will ultimately offer a range of about 40 subjects in three categories: popular courses for those who have only a minimum of reading skill; academic courses for teachers and others so as to be able to meet national secondary school examination standards; and professional courses in book-keeping, management, transport management and so forth.

Conclusions and Questions.

Some of the points which this paper has made are:

1. The adult education system in Tanzania is part of a larger comprehensive commitment to social change - the result of a political decision to stress socialist development through people's participation.

2. The existence of an extensive network of adult education administrators and centres makes it possible for a wide range of educational opportunities to take place. The fact that it exists stimulates creative thinking.

3. The task of planning, providing and coordinating adult education is made much easier by the fact that reasonably clear guidelines for development exist.

The Tanzanian experience at the same time raises a number of questions about the relationship of education and development which need fuller treatment.

1. To what extent does a nation's political and social framework limit the possibilities of reform in adult education?

2. Do the particular political and cultural characteristics of Tanzania mean that it is unique and therefore has little to offer nations which are following other political paths?

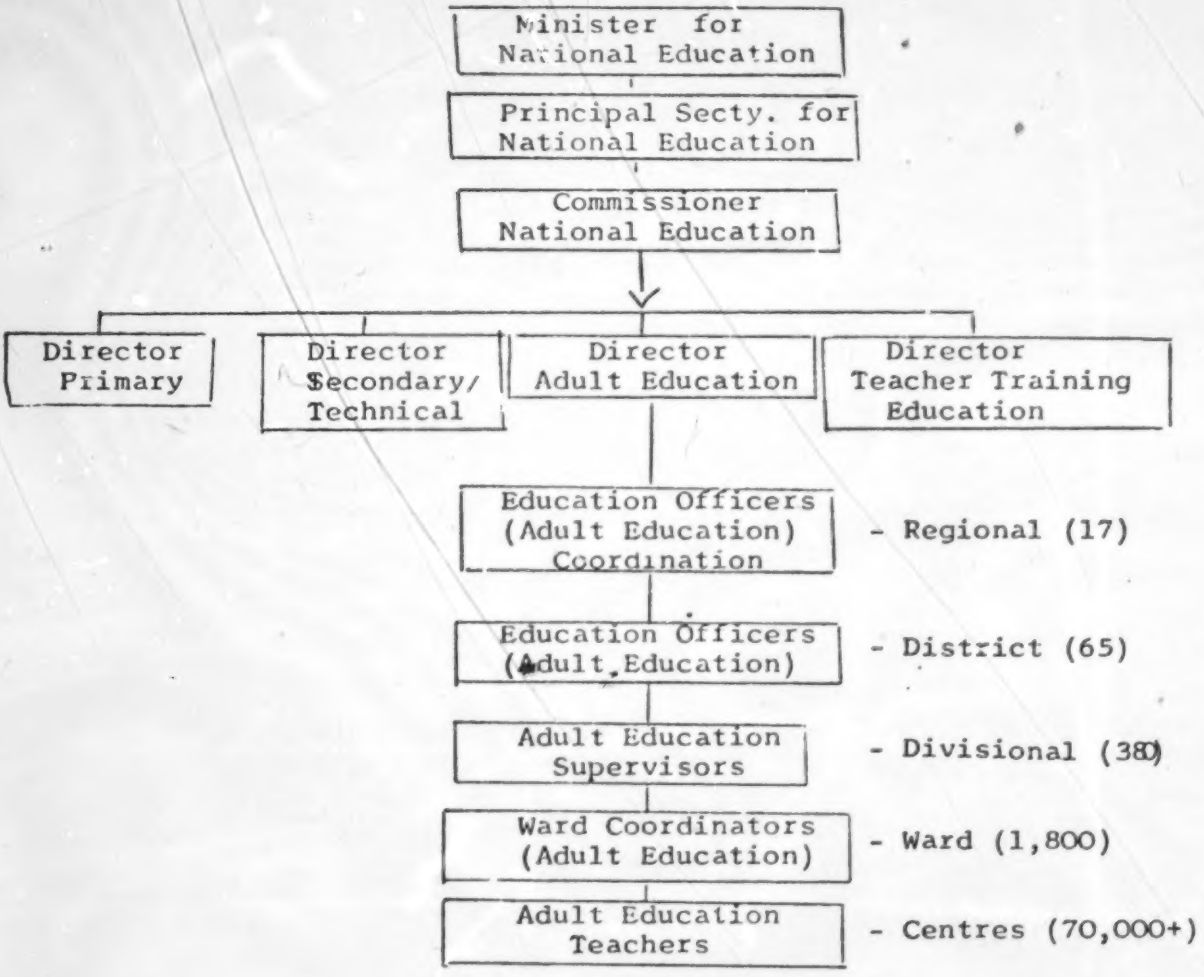
3. Would institutions or practices adapted from the Tanzanian experience serve the same ends in other countries?

4. What alternative ways exist to ensure the participation of the population in the planning of their own adult education?

5. How does one maintain a dynamic balance between participation and control in an adult education programme?

APPENDIX I

Organisation for Adult Education in the Ministry of National Education.



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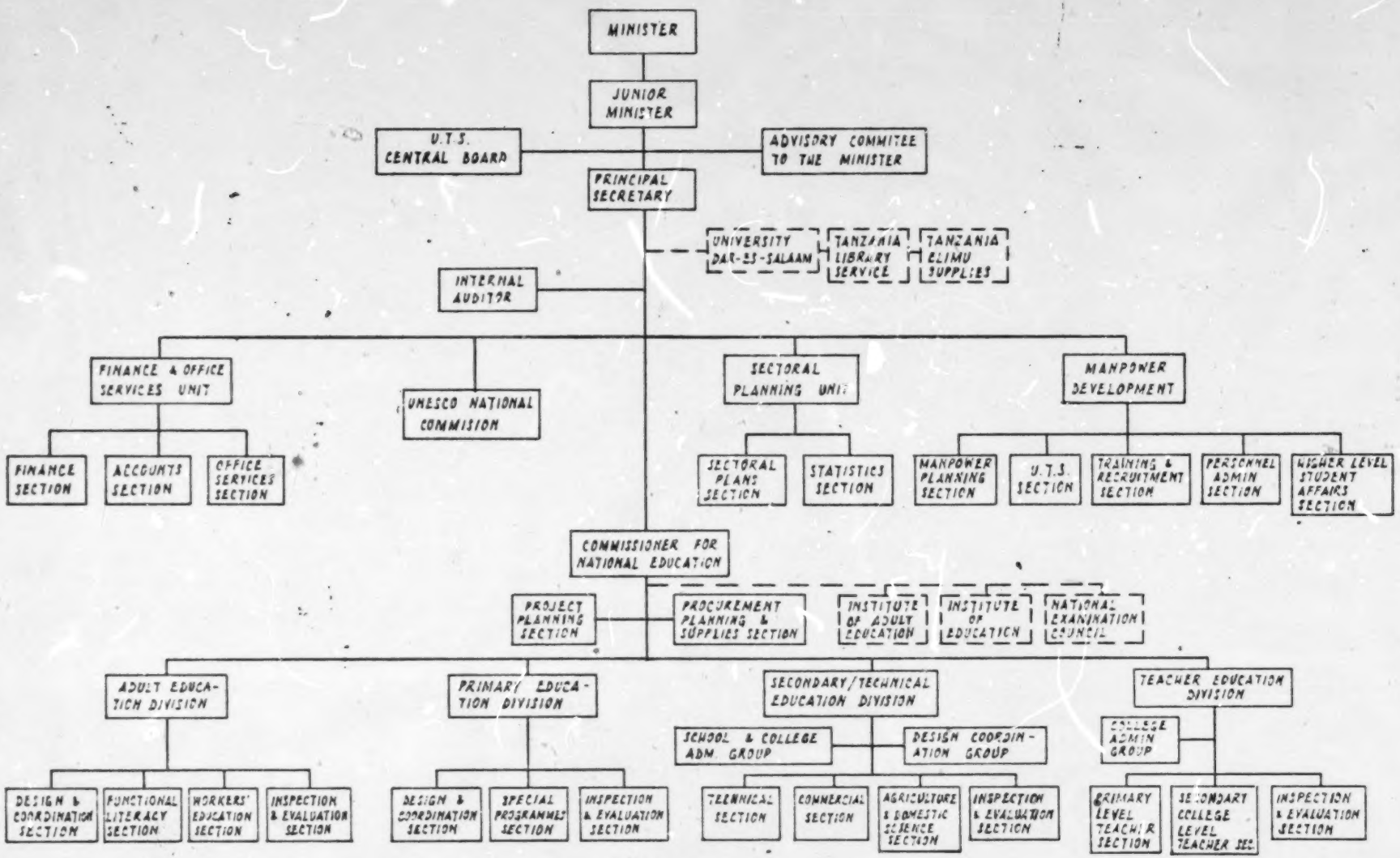
Note: For a recent full documentation of adult education in Tanzania, see A Source Book of Adult Education in Tanzania. (Studies in Adult Education No. 13). Dar es Salaam: Institute of Adult Education.

MINISTRY OF NATIONAL EDUCATION - NEW ORGANIZATION STRUCTURE

APPENDIX II



* This chart shows Reporting Relationships only and not necessarily Relative Status

APPENDIX III

Adult Education Agencies and Organizations.

Alliance Francaise, Dar es Salaam
Arnautoglu Community Centre
Baraza Kuu la Waislam wa Tanzania
Baptist Community Centre, Dar es Salaam
Christian Council of Tanzania, Dar es Salaam (+ branches)
College of Business Education, Dar es Salaam
Co-operative College
Dar es Salaam Baptist Centre
Home Craft School Kahama
Home Craft School Kilema
Home Craft School Karagwe
Institute of Adult Education
Kibaha Education Centre
agomeni Community Centre
Msimbazi Centre, Dar es Salaam
The Music Conservatoire of Tanzania
Mwamapalala Kutuo cha Maendeleo
Karumu Primary School, Moshi
National Institute for Productivity
National Union of Tanganyika Workers, Dar es Salaam
Nyegezi Soc. Training Centre
Rungemba Training Centre
Rural Training Centres
Semina ya Wanawake, Kijota
Tanganyika African National Union
Tanganyika African National Union Youth League
Tanganyika African Parents Association
Tanzania Boy Scouts Association
Tanzania Episcopal Conference
Tanzania Girl Guides Association
Tanzania Red Cross Society
Tanzania National Y.M.C.A.
Tanzania Society for the Preservation and Care of Animals
Technical College, Dar es Salaam
Technical Diocesan vocational Training Centres for
standard VII leavers
Temeke Community Centre
Umbwe Parish, Moshi
Umoja wa Wanakake wa Tanganyika
Y.W.C.A. of Tanzania.

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